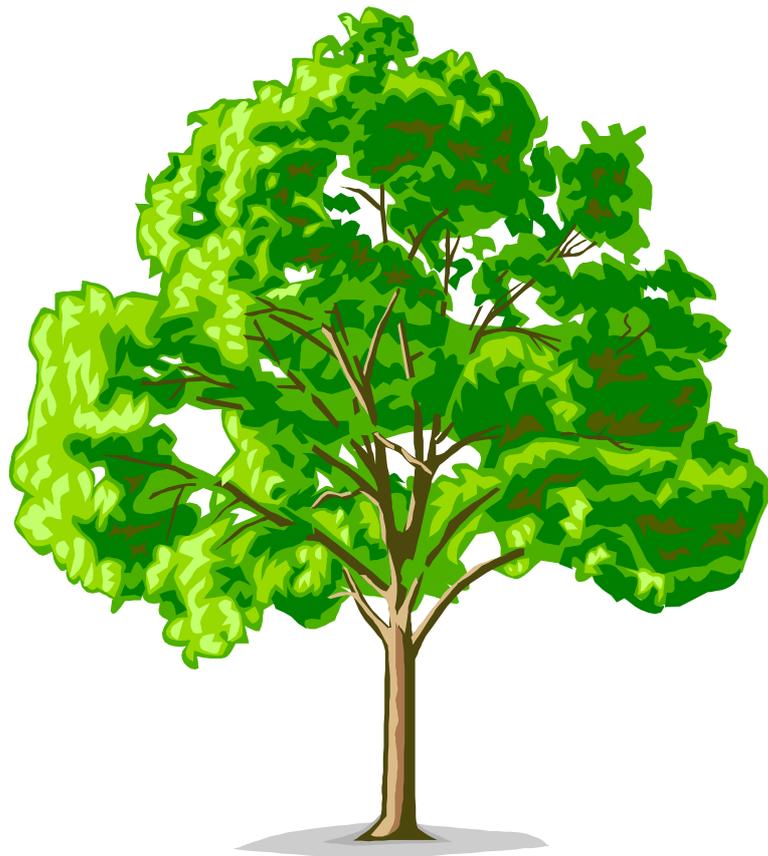


Nook Lane Junior School



Teaching and Learning Policy

'Challenge and support for all pupils'

Introduction

Vision

At Nook Lane Junior School we are aware that all pupils have different learning styles, needs and skills. Throughout their time at Nook Lane, we monitor, plan, act upon and review all children's progress. We recognise that children's needs change over time and we encourage a growth mind set from children, parents and pupils regarding the achievement and attainment of all pupils. To ensure appropriate and equitable access to support and provision, staff are highly equipped to shape learning to accommodate differing needs within each class ensuring challenge and support for all pupils.

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach and methodology. At Nook Lane Junior School we use a model of *innovate, share, identify* and *embed* to ensure the practice we implement consistently across school is of an excellent standard. Teachers are given the opportunity to explore ideas in different areas of teaching, developing *innovative* approaches. These ideas are *shared* during whole school "magpie" sessions. Best practice is *identified* and then *embedded* across school ensuring not only a consistent approach, but an approach which has been successfully tried and tested. We hold common expectations of our practice and through challenge and support we ensure that it is of a consistently high quality. Each teacher takes responsibility for the progress of all of the pupils in their class using the data analysis systems in school to track attainment and plan for progress. The school's forensic use of data through termly pupil progress meetings; review meetings and documents such as SEND (Special Education Needs and Disabilities) and G&T (Gifted and Talented) progress tracking (see appendix 1), supports teachers in identifying and understanding specific needs. This regular review of children's learning supports staff in having consistently high expectations of all pupils.

The purpose of our teaching and learning

We teach for pupils to make progress, become well rounded citizens and to develop a passion for life-long learning. We work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities. The school uses APP (Assessing Pupil Progress) documents in reading, writing and maths as well as Nook Lane's key skills document (see appendix 2) to ensure progression is planned for and delivered in foundation subjects. We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge. At Nook Lane, challenge is not only a word we associate with our higher ability pupils, but a word applicable to **all** pupils. All groups of pupils are challenged and supported to ensure they are given every opportunity to reach their full potential.

Elements of our provision

Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our Continuing Professional Development programme (CPD) and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

Planning

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

Interventions

We plan interventions that will support pupils and move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning. Interventions are designed for all groups of learners (See examples of pupil progress actions – appendix 3, G&T progress tracker – appendix 1 and additional needs provision map – appendix 4)

Teaching assistants

We have a small team of mainstream teaching assistants who are strategically deployed through school. This provision is evaluated termly on the basis of evidence from pupil progress meetings and individual pupil review meetings. In class, teaching assistants are highly skilled at working with a range of ability groups. They help the teacher to identify resources and interventions and often focus on groups of children who need accelerated progress – this could be at any level. Often, teaching assistants will withdraw pupils who have not achieved the learning objective from the previous lesson or support higher ability pupils in tackling more challenging work. All children have access to the teacher and all pupils have opportunities to work independently, in pairs and in small groups. In addition, a team of teaching assistants specialised in supporting pupils with autism, support not only pupils from the Integrated Resource with statements for special needs, but mainstream pupils when integrated pupils are being encouraged to work independently.

Integrated Resource

The Integrated Resource acknowledges the concept of personalised learning and the importance of an understanding and flexible teaching style by providing individualised programmes within the resource and across the mainstream of school by:

- Developing independence in the learner;
- Using a full range of creative teaching methods set in the context of the SPELL framework and will include TEACCH, behaviour strategies and therapeutic approaches;
- Varying approaches according to the needs of the individual which are regularly reviewed, with new ideas considered and introduced where appropriate;
- Considering the nature of the relationship between teachers, support staff, dinner staff, other adults, peers and the learner;
- Providing good communication with parents/carers and representatives of local authorities working collaboratively to support the children's education;
- Providing experienced staff with specialist autism knowledge and experience;
- Providing support and training in the teaching and learning of children with autism for the whole school.
- Considering the type of learning and teaching materials, resources and learning environment.

Home learning and role of parents/ carers (currently under review)

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Our homework policy, which is currently under review due to curriculum developments, will outline the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

As part of the Leading Parent Partnership Award Project) LPPA school has a working group developing and revising the policy.

Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. An example of this is the school's use of reading and writing targets which offer a menu of leveled objectives which are innovatively presented in children's books. This enables pupils to own and understand their next steps before being provided with opportunities to address them. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties. We review the resources pupils need to ensure they are most effective to aid learning, progress and independence.

Marking and feedback

We have a shared approach to marking (see marking policy – appendix 5) and plan regular routines for pupils to respond, so that it improves and informs their learning, making them feel an integral part of their development.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is positive but includes constructive advice and opportunities to address misconceptions and misunderstandings. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of our feedback is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Outcomes

Basic skills

We recognise the centrality to learning of the core basic skills. We use APP documents for reading, writing, communication and maths as well as Nook Lane's key skills document for foundations subjects, so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills. The school has achieved the Basic Skills Quality Mark.

Strategic use of data is used to identify gaps of understanding in core subjects so that a progress focus is identified and actioned. Teachers plan opportunities for specific skills to be delivered through theme work offering a bias in the form of a progress focus. For example, during the spring term 2013 maths was identified as a progress focus in all year groups. Teacher's successfully planned for additional opportunities for cross curricular learning in maths. As a result of a book scrutiny in April 2013, our consultant Roger Gill has championed our work in this area and subsequently we are supporting two schools in Sheffield and a school in Bradford around curriculum and cross-curricular maths development.

Reading

Nook Lane embodies a cohesive approach to teaching and learning in reading. As the foundation for all other learning, this is underpinned by a school-wide commitment to ensuring that each of our pupils read for both purpose and pleasure. Within our positive, supportive and challenging reading culture, children read with increased levels of self-esteem, motivation and confidence required to become independent readers, with a thirst and life-long love for books. With this in place, we endeavor to teach the breadth of reading skills as part of our pupils' daily learning diet. We've been brave and innovative by re-

shaping our curriculum to include short bursts on teaching (*reading enrichment sessions*) which broadens our pupils' skills-base, giving them the perfect platform to become better readers and writers.

Classroom climate

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent. The school's core values (appendix 6) underpin the ethos of our school's approach to learning and behaviour. Classrooms are organised to facilitate independence and encourage pupils to access resources.

Pupil attitudes

We are developing the qualities of resilience, perseverance, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these qualities. We explain their importance to learning. We notice and comment positively when pupils demonstrate these and we model them in our own actions. We work with individual pupils to build these qualities where they need developing.

Monitoring and evaluation

Monitoring and evaluation of the teaching and learning policy is built in to the school development plan as well as being discussed at Senior Leadership and Professional Development Meetings.

Governors are provided with regular summaries on the impact of the policy from the curriculum leader, assessment leader and inclusion manager.

Related policies and documents

- Inclusion
- SEND
- Assessment
- Gifted & Talented
- Behaviour
- Safeguarding
- Curriculum
- Home school agreement

20th May 2013

_____ (Headteacher) _____ (Date)

_____ (Chair of Governors) _____ (Date)

Review date: 2016